

Work sample: Responding to literature – *Who sank the boat?*

Relevant part of the achievement standard

By the end of Foundation Year students listen to, read and view a range of spoken, written and multimodal texts from familiar contexts. They interpret and provide relevant explanations of characters and main events in imaginative texts, and key ideas and visual features in short informative texts, making connections to personal experience. They demonstrate understanding by retelling orally one or two ideas and events from short texts listened to or viewed. They accurately identify the letters of the English alphabet, and know the sounds represented by most letters. They read short, predictable texts aloud with some fluency and accuracy, drawing support from their developing sound and letter knowledge. They effectively use predicting and questioning strategies to make meaning from texts.

Students write one or more simple sentences to retell events and experiences for a known audience. Their writing is connected appropriately to illustrations and images produced as part of the text. They link two or more ideas or events in written and spoken texts. They use and understand familiar vocabulary, predictable text structures and common visual patterns. The short texts they produce show understanding of concepts about print including letters, words, and sentences. They use left to right directionality, return sweep and spaces between words. They handwrite most lower case and some upper case letters, and use some capital letters and full stops. Their writing shows some evidence of the use of sound–letter knowledge. In informal classroom settings students speak clearly and purposefully and engage in pair, group and class discussions, and participate actively in group tasks.

Summary of task

After listening to the text *Who sank the boat?* by Pamela Allen, students discussed the characters and listed them. They were asked to draw the five animals from the story and to choose and copy animal words to match their pictures. After participating in text modelling by the teacher they wrote about the characters in the story (with teacher assistance).

Student attainment of the achievement standard is determined at the end of a reporting period after reviewing relevant assessment evidence.

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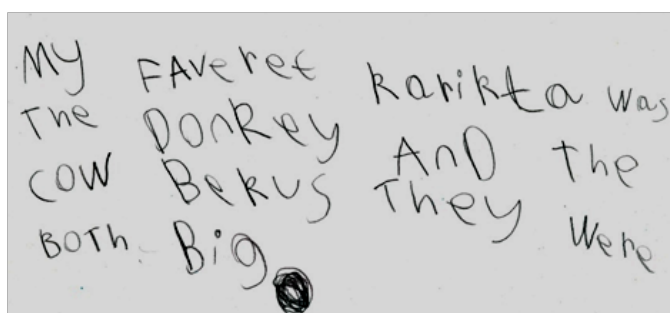


Annotations

Identifies characters in the text 'Who Sank the Boat.'

Connects writing to visual images.

Creates simple multi-modal text to comment on characters from an imaginative text.



Uses sound/letter knowledge to attempt to spell words, for example 'faveret', 'karikta'.

Writes common sight words, for example 'my', 'the', 'they', 'was'.

Knows there are both lower and upper case letters but does not always use them correctly.

Writes a sentence to interpret characters in a text using familiar vocabulary, for example favourite, because, big.

Annotation summary

This work sample was produced as a result of several readings of the text and discussion about the characters. It demonstrates the student's understanding of the characters in this text through the print and images. The student's multimodal text demonstrates knowledge of concepts about print including directionality, return sweep and spaces between words. The text shows evidence of recall of the characters and expresses a personal opinion. Attempted spelling of some unknown words, such as 'karikta', shows a more developed knowledge of sound-letter correspondence than might typically be expected at this level.

Acknowledgement:

ACARA acknowledges the contribution of trial school teachers and students in providing the tasks and work samples. The annotations written by ACARA are referenced to the Australian curriculum achievement standards.